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ABSTRACT

Evaluation findings on the Education Consolidation Improvement Act Chapter 1 and Chapter 1 Migrant Programs of the Austin (Texas) Independent School District (AISD) are reported. Included in the text of the report are: program descriptions; reading component descriptions; program impact on student achievement, Texas Educational Assessment of Minimum Skills (TEAMS) scores, and follow-up of pre-kindergarten students; and other program components including institutions for neglected and delinquent students, private schools, health services to migrant students, and parental involvement. Major findings were: (1) that the TEAMS reading performance of Chapter 1 students increased dramatically from 1986 to 1987 compared to other low achievers districtwide; (2) gains in the Iowa Tests of Basic Skills by Chapter 1, Chapter 1 Migrant, and State Compensatory Education students at the elementary level were not significantly different from the achievement gains of low achievers districtwide; and (3) reducing the pupil-to-teacher ratio to 15-to-1 in the targeted schools has not produced consistently higher achievement gains for lower achievers than has the Chapter 1 program. (MDE)

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CHAPTER 1/CHAPTER 1 MIGRANT FINAL REPORT, 1986-87

EXECUTIVE SUMMARY

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Chapter 1 is a federally funded program designed to provide supplementary compensatory reading services to low achievers at 32 Austin Independent School District (AISD) elementary campuses with high concentrations of low-income students. One campus, Becker, has such a concentration of low-income students that Chapter 1 provides for a schoolwide project (SWP) where the school's pupil-to-teacher ratio is lowered and all students are served. AISD funds an additional SWP at Allison. Additional services are provided to one private school and 10 institutions for neglected and delinquent students. There is also parental involvement component.

Chapter 1 Migrant is a federally funded program designed to provide compensatory reading services to migrant students at 24 AISD elementary and secondary campuses. A student is migrant if his/her parent or guardian has been a migratory agricultural worker or fisher within the last six years. Priority for service is given to low-achieving migrant students. There are also health services and parental involvement components.

MAJOR FINDINGS

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1. Chapter 1's emphasis this year on Texas Educational Assessment of Minimum Skills (TEAMS) reading mastery paid off in terms of student achievement. The TEAMS reading performance of Chapter 1 students increased dramatically from 1986 to 1987 compared to other low achievers districtwide.

2. Achievement gains on the Iowa Tests of Basic Skills (ITBS) by Chapter 1, Chapter 1 Migrant, and State Compensatory Education (SCE) students at the elementary level were not significantly different from the achievement gains of low achievers districtwide.

3. Reducing the pupil-to-teacher ratio to 15-to-1 in the SWP's has not produced consistently higher achievement gains for low achievers than has the Chapter 1 Program.

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All programs reported herein are funded by the Educational Consolidation and Improvement Act. The Chapter 1 Programs, formerly called Title I Programs, were created to serve educationally disadvantaged students.

CHAPTER 1/CHAPTER 1 MIGRANT FINAL REPORT

PROGRAM DESCRIPTIONS

WHAT IS THE CHAPTER 1 PROGRAM?

In 1986-87, the Chapter 1 Program had the following components:

- Supplementary Reading/Language Arts (1-6). Chapter 1 provided a reading/language arts program of supplementary instruction to students with low achievement test scores at 32 elementary schools with high concentrations of low-income families. Students were eligible for services at these campuses if they had an achievement test score in reading (or language for grade 1 students) that was at or below the 30th percentile.

- Schoolwide Projects (SWP). Becker was the only District school eligible to be a Chapter 1 SWP. Chapter 1 and supplemental local funds are used in reducing the overall pupil-to-teacher ratio within a school if the concentration of low-income students at that school equals or exceeds 75 percent. In a Schoolwide Project, teachers paid from Chapter 1 funds function as regular classroom teachers with students of mixed achievement levels. In a Schoolwide Project, all students are considered served by Chapter 1. Allison is also a SWP, but is funded out of local funds since it has not met Chapter 1's low-income criteria.

- Private Schools. St. Mary's was the only private school that provided Chapter 1 services by offering supplementary reading and mathematics instruction to low-achieving students.

- Institutions for Neglected and Delinquent (N&D) Students. There were 10 N&D institutions participating this school year: Gardner House, Turman House, Mary Lee Foundation, Settlement Club Home, Spectrum Youth Shelter, Turning Point Group Home, Girlstown USA, Better Roads (2 units), and Junior Helping Hand Home. Services provided ranged from tutoring students in language arts and/or mathematics to using computer-assisted instruction to reinforce these areas.

- Parental Involvement. This component consisted mainly of two community representatives who made many home visits to parents and students and provided other parental involvement services.

- Evaluation. This component evaluated the program, conducted the needs assessment, completed TEA reports, provided for special testing, and performed other services as program needs indicated.

WHAT IS THE CHAPTER 1 MIGRANT PROGRAM?

In 1986-87, the Chapter 1 Migrant Program had the following components:

- Supplementary Reading/Language Arts (1-12). There were 17 elementary schools and 7 secondary schools that had a teacher who was partially funded by the Migrant Program or was shared with another school. The priority for service was on low-achieving students.

- Health Services. A half-time nurse provided health screening, referral services, and a wide variety of other services to migrant students, with a focus on currently migrant students.

- Parental Involvement. There were two Migrant community representatives who recruited eligible parents into the program and who did many follow-up services for parents.

- Migrant Student Record Transfer System (MSRTS). The MSRTS Clerk kept extensive records as required by the program funding.

- Evaluation. This staff evaluated the program components, conducted the needs assessment, completed TEA reports, kept updated an on-line file of migrant students, and performed other services as program needs indicated.

Scattered throughout this report are shaded boxes like this one. In each box is summarized some research finding of relevance to helping low achievers. Each "box" will have the reference for the finding briefly cited. All references cited here are presented in greater depth in the Summary of effective practices in planning and implementing compensatory education which is listed in the References section of this report.

COSTS

WHAT DO THESE PROGRAMS COST?

Chapter 1

AISD's 1986-87 allocation was $3,254,698. Figure 1 below illustrates what percent of the total was allocated to each component.

Figure 1.
CHAPTER 1 BUDGET ALLOCATIONS FOR 1986-87.

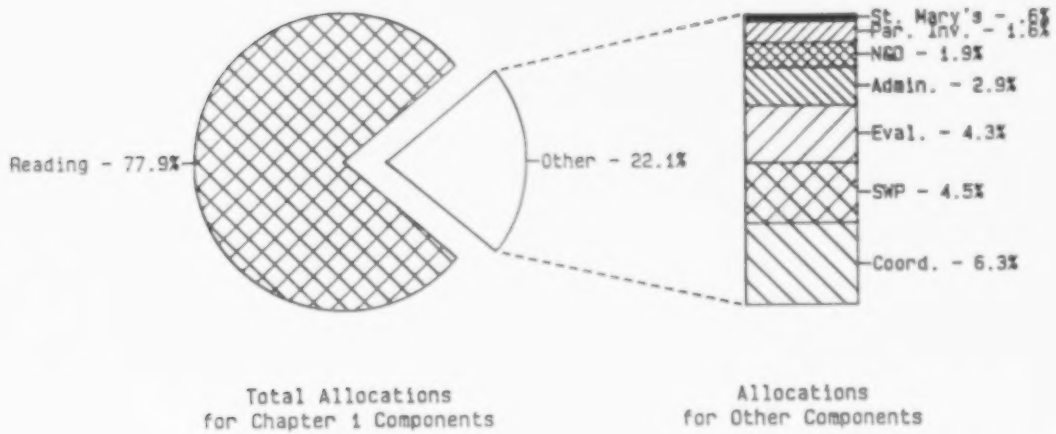


Figure 2 gives breakouts by the components on the Chapter 1 costs per student served plus (where applicable) the Chapter 1 cost per student contact hour. The Coordination Component is made up of the Chapter 1 instructional coordinators and the N&D/private school administrator. The cost analyses are detailed in depth in the technical report. St. Mary's had the highest cost per student while parental involvement had the lowest. In calculating the full-time equivalent (FTE) costs for the instructional components, the following was found: St. Mary's cost was $15,685.71 per FTE; the Chapter 1 supplementary reading/language arts instruction had a $7,014.01 cost per FTE; and the Chapter 1 FTE cost for low achievers at Becker's SWP was $597.01 per FTE.

Figure 2.
COMPONENTS OF 1986-87 CHAPTER 1 PROGRAM
RANKED IN ORDER OF COST PER STUDENT.

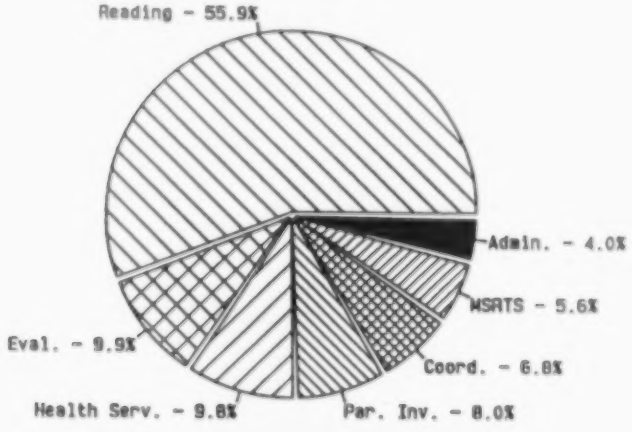
Component	Cost per Student	Budget Allocation	Students Served	Number of Contact Hours	Cost per Contact Hour
St. Mary's	$1,307.14	$ 18,300	14	1,225.0	$ 14.94
Reading Instruction	617.23	2,534,976	4,107	379,486.8	6.68
SWP at Becker*	597.01	148,058	248	260,400.0	.57
N&D Institutions	76.30	61,807	810	N/A	N/A
Coordination	34.74	205,192	5,907	N/A	N/A
Evaluation	23.01	141,660	6,155	N/A	N/A
Administration	15.12	95,053	6,155	N/A	N/A
Parental Involvement	12.58	51,652	4,107	N/A	N/A

*only includes Chapter 1 costs for low achievers

Chapter 1 Migrant

The 1986-87 allocation from Chapter 1 Migrant to AISD was $602,664. The pie chart below illustrates the percent each component received (see Figure 3).

Figure 3.
CHAPTER 1 MIGRANT BUDGET ALLOCATIONS
FOR 1986-87.



As done with Chapter 1, costs per student and, where applicable, costs per student contact hour were computed. Further details are available in the technical report. The Reading Instruction Component was the most costly while program administration was the least costly. See Figure 4. The grades 1-12 supplementary reading/language arts instruction had a cost of $23,464.33 per FTE.

Figure 4.
COMPONENTS OF 1986-87 CHAPTER 1 MIGRANT PROGRAM
RANKED IN ORDER OF COST PER STUDENT.

Component	Cost per Student	Budget Allocation	Students Served	Number of Contact Hours	Cost per Contact Hour
Reading Instruction	$1,260.82	$ 336,638	267	15,064.14	$ 22.35
Evaluation	60.69	59,717	984	N/A	N/A
Health Services	59.93	58,971	984	N/A	N/A
Parental Involvement	49.38	48,585	984	N/A	N/A
Coordination	41.61	40,947	984	N/A	N/A
MSRTS	34.48	33,928	984	N/A	N/A
Administration	24.27	23,878	984	N/A	N/A

Parental involvement is an important key in improving the educational experiences of low achievers. Effective programs include:

- **emphasizing the need for parents to collaborate with teachers by nurturing their children's education at home--this includes how to be supportive, how to talk to children, how to read to children, how to keep children healthy, etc.,**
- **creating an inviting school climate,**
- **promoting a variety of communication channels,**
- **encouraging parents to participate in policy and decision-making activities,**
- **cultivating a relationship with all parents,**
- **recruiting parent and community volunteers to share their time, skills, and resources, and**
- **providing for maintaining parental involvement which leads to sustained participation in education.**

(summarized from Summary of effective practices in planning and implementing compensatory education)

READING COMPONENT DESCRIPTIONS

CHAPTER 1 SERVICE

WHAT ARE SOME DEMOGRAPHICS OF STUDENTS SERVED BY CHAPTER 1?

Of the 4,829 students served (including those at Becker):

- 86% of students receiving service were Hispanic or Black (see Figure 5);
- 49% were female and 51% were male;
- 83% of the eligible students in grades 1-6 were served by Chapter 1. This is higher than the 80% figure in 1985-86. Becker is the only school where grade K students were served because in a SWP all students are served;
- 27% were in grade 1 (see Figure 6);
- 84% of the eligible limited-English-proficient (LEP) students were served by a Chapter 1 teacher; and
- Although not a prerequisite for Chapter 1 service, 77% of the served students were eligible for free/reduced price lunch.

Figure 5.
ETHNICITY OF STUDENTS SERVED BY CHAPTER 1
IN 1986-87.

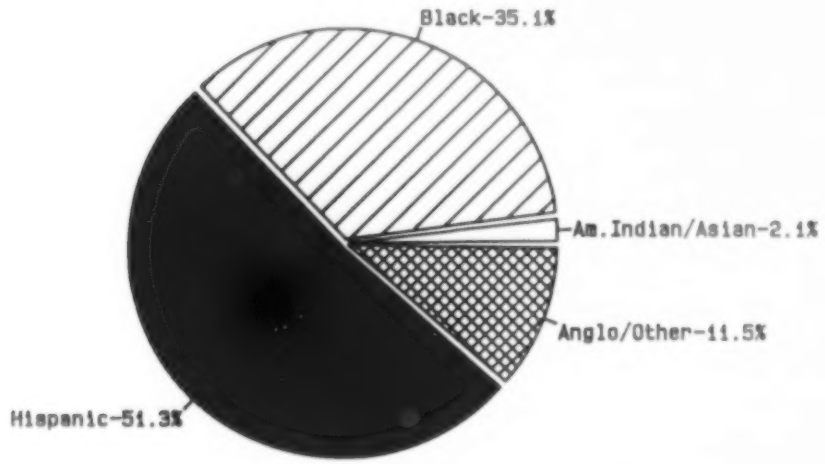
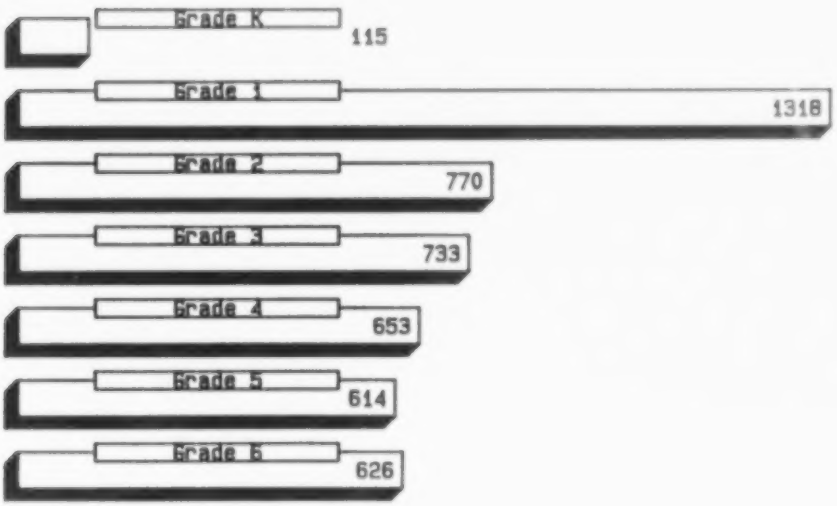


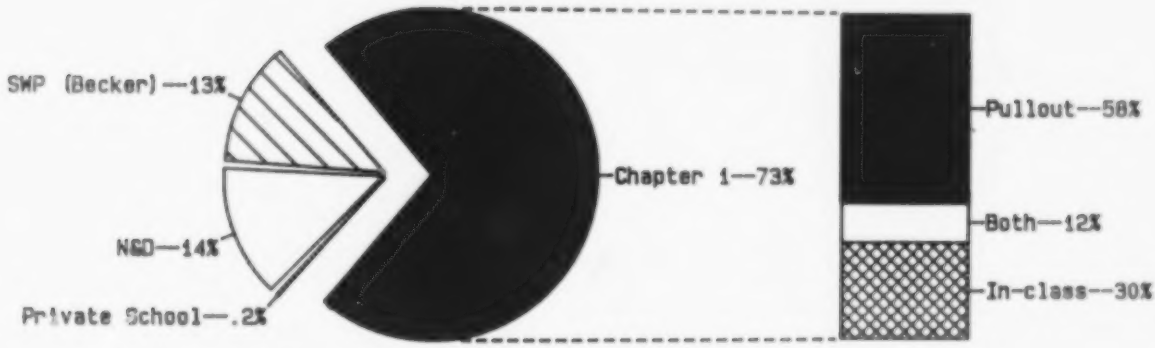
Figure 6.
NUMBER OF CHAPTER 1 STUDENTS SERVED IN 1986-87, BY GRADE.



HOW MANY STUDENTS WERE SERVED ACROSS ALL CHAPTER 1 COMPONENTS?

The Chapter 1 Program provided service to 5,653 students across all components in 1986-87. This is a decrease from the 1985-86 figure of 6,145. This reflects Chapter 1 having no prekindergarten program this year as well as Chapter 1 not serving kindergarten students this year. See Figure 7. As the only Chapter 1 Schoolwide Project (SWP), Becker served 722 students.

Figure 7.
STUDENTS SERVED BY EACH CHAPTER 1 COMPONENT--
SERVICE BY DELIVERY CATEGORY, 1986-87.



PERCENT OF STUDENTS SERVED BY EACH CH. 1 COMPONENT, 1986-87

PERCENT OF SERVICE DELIVERY CATEGORY, 1986-87

HOW WERE STUDENTS IN GRADES 1-6 SERVED BY CHAPTER 1?

Figure 7 illustrates how grades 1-6 students were served. Pullout (lab) was the most frequent form of service delivery (58%) followed by in-class instruction and services in both delivery modes. These figures are only very slightly different from the 1985-86 figures (see Figure 8). After a trend toward mostly in-class in 1984-85, in the past two years the majority of Chapter 1 service has been in a pullout setting.

Figure 8.
FORM OF SERVICE DELIVERY BY CHAPTER 1 TEACHERS
1982-83 THROUGH 1985-86.

Service Delivery	1982-83	1983-84	1984-85	1985-86
Pullout	24%	28%	34%	58%
Both	76%	56%	13%	11%
In-Class	0%	16%	53%	31%

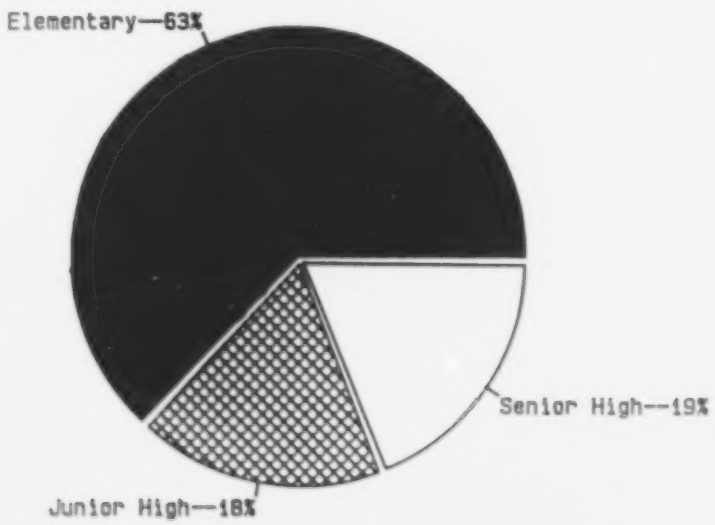
CHAPTER 1 MIGRANT SERVICE

HOW MANY MIGRANT STUDENTS WERE SERVED BY THE MIGRANT PROGRAM AT GRADES 1-12?

A total of 267 migrant students in grades 1-12 were served by a Migrant teacher. This is down considerably from the 414 students served in 1985-86. This decline may be partially explained by two factors. The first is that AISD's migrant population has been decreasing by 100 or more students each year for the last few years. Secondly, the students who are eligible are scattered throughout the District rather than concentrated in just a few schools, and this makes providing instructional service more difficult.

Figure 9 illustrates that the large majority of served students were at the elementary level. Ninety-six percent of the served students were Hispanic.

Figure 9.
PERCENT OF MIGRANT STUDENTS SERVED BY A MIGRANT TEACHER, 1986-87, BY INSTRUCTIONAL LEVEL.



The percent of eligible students served varied little across instructional levels:

Figure 10.
PERCENT OF SERVED/NOT SERVED MIGRANT STUDENTS ACROSS INSTRUCTIONAL LEVELS.

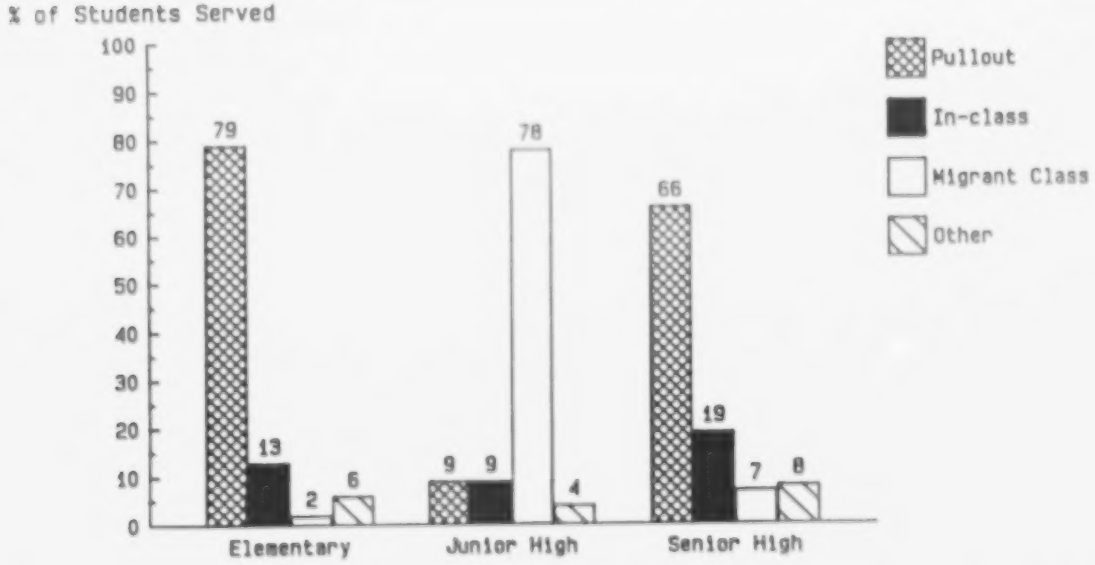
	Elementary	Junior High	Senior High
Percent Served	46%	49%	50%
Percent Not Served	54%	51%	50%

More of the lower achieving students are being served at the elementary level than at the secondary level.

HOW WERE GRADES 1-12 MIGRANT STUDENTS SERVED?

At the elementary and senior high levels the majority of migrant students were served by Migrant teachers in a pullout setting (see Figure 11). The majority of junior high migrant students were served in a special Migrant class.

Figure 11.
PERCENT OF MIGRANT STUDENTS SERVED BY A MIGRANT TEACHER VIA EACH INSTRUCTIONAL METHOD, 1986-87.



OBSERVATIONS

WHAT HAPPENS WHEN CHAPTER 1 STUDENTS GO TO THE CHAPTER 1 READING LAB?

In 1984-85 and 1985-86, 260 full-day observations were conducted to answer various instructional questions (see ECIA Chapter 1/Chapter 1 Migrant: 1986-87 final technical report, ORE Publication Number 86.03 for more details). This year these o ta were reanalyzed to answer additional questions about what happens to Chapter 1 students in the lab or pullout setting as compared with time spent in reading/language arts in other settings. The key variables examined were off-task/on-task behavior of the students, group size, and adult contact. Figure 12 presents these data. As can be noted students in the lab were more likely to be on-task, more likely to be in contact with a teacher, and more likely to be working in smaller groups than they were when they were back in the regular class or than were students in language arts time in general.

Figure 12.
COMPARISON OBSERVATION DATA ON CHAPTER 1 AND NONCHAPTER 1 STUDENTS FROM 1984-85 AND 1985-86.

READING/LANGUAGE ARTS TIME ONLY

	Chapter 1 Instructional Time		Regular Instructional Time	
Variable	Chapter 1 Students Served in Lab	Chapter 1 Students Served In-Class	Chapter 1 Lab Students Back in Regular Classroom	All Observed Students Excluding Those w/ Lab Time
Off-Task	3%	11%	12%	10%
On-Task	97%	89%	88%	90%
Teacher Contact	71%	58%	54%	51%
No Teacher Contact	29%	40%	41%	45%
Other Adult Contact	0%	2%	5%	4%
Group Size 1	57%	41%	46%	47%
2-5	36%	8%	6%	5%
6-10	6%	10%	8%	7%
11-19	1%	19%	23%	15%
20+	0%	22%	17%	26%

INTERVIEWS

WHAT DO ELEMENTARY CHAPTER 1/CHAPTER 1 MIGRANT TEACHERS REPORT AS KEY FEATURES OF THE PROGRAMS?

In the spring of 1987, all elementary Chapter 1 and Chapter 1 Migrant teachers were interviewed to learn more about the functioning of these programs at the campus level. In summary:

- The classroom teachers have generally been cooperative and supportive of Chapter 1/Chapter 1 Migrant;
- Chapter 1/Chapter 1 Migrant reinforced regular instruction;
- Scheduling during the language arts block was difficult;
- Chapter 1/Chapter 1 Migrant teachers coordinated with classroom teachers through informal meetings, regularly scheduled meetings, and/or coordinated plans;
- Only two teachers stated they did not spend the majority of their time on the TEAMS objectives;
- Regular teachers and Chapter 1/Chapter 1 Migrant teachers communicated regularly via various means to assure coordination in the addressing of TEAMS objectives;
- These teachers used a wide variety of materials to address TEAMS objectives;
- Some Chapter 1/Chapter 1 Migrant teachers would like more flexibility in identifying/selecting students for service;
- If given their choice, 71% of the teachers still prefer to see Chapter 1 and Chapter 1 Migrant address reading; and
- Many teachers would like ORE to provide updated rosters at various times throughout the school year.

Reducing class size does not guarantee increased student learning. If teachers do not change their teaching techniques and methods to take advantage of the smaller class sizes, no achievement advantage may be found. Providing quality instruction by giving teachers the support and training needed is essential. Reducing class sizes has been shown to be most effective: when students are at the primary grade levels; when students are low achievers; and when students are economically disadvantaged or are minority students. Two key studies reported that cooperative learning, personalized instruction, or peer tutoring were more effective in producing achievement gains than was reducing the class size. There is no ideal class size to produce maximum student gains in isolation from other key instructional factors.

(summarized from Class size research)

WHAT DO ELEMENTARY CHAPTER 1/CHAPTER 1 MIGRANT PRINCIPALS REPORT AS KEY FEATURES OF THE PROGRAMS?

In the spring of 1987, all elementary Chapter 1 and Chapter 1 Migrant principals (with one exception) were interviewed to learn more about the functioning of these programs at their campuses. Some of the key items reported included:

- The teamwork between the Chapter 1 and Chapter 1 Migrant teachers and the classroom teachers has been good;
- The compensatory teachers are strong;
- Scheduling for services during the language arts block remains a problem;
- The compensatory teachers and the classroom teachers held regularly scheduled meetings to plan and coordinate;
- The Chapter 1/Chapter 1 Migrant teachers were part of the school's team meetings;
- The majority of the programs operated via pullout instruction;
- The compensatory teachers were integrated into the regular school program addressing the TEAMS;
- More flexibility at the local campus level in how the program operated would be nice; and
- ORE services are fine, but principals would like more help in monitoring student progress, on-going assessment of students' achievement, in-services on Chapter 1 and effective practices, and follow-up of former served students.

The amount of homework given is positively related to student achievement. This is supported by research on students at the upper elementary and secondary levels and is true across social and racial/ethnic groups.

(summarized from Effective compensatory education sourcebook)

WHAT DO CHAPTER 1/CHAPTER 1 MIGRANT TEACHERS AND PRINCIPALS REPORT AS HELPFUL IN WORKING WITH LOW ACHIEVERS?

When Chapter 1/Chapter 1 Migrant teachers and principals were interviewed they were also asked--what works with low achievers? The following page is a compilation of their most frequent responses.

WHAT WORKS WITH LOW ACHIEVERS? -- SOME IDEAS FROM AISD'S CHAPTER 1/ CHAPTER 1 MIGRANT TEACHERS AND PRINCIPALS

- Lots of positive reinforcement in a variety of manners motivates low-achieving students.
- Teacher expectations that are high, positive, reasonable, and achievable are essential.
- A wide variety of reading activities (listening to the teacher read, choral reading, reading out loud, reading for speed, reading a whole book, high interest reading, silent reading, etc.) are beneficial.
- A wide variety of games, puzzles, manipulatives, flashcards, etc. should be used.
- Repetition and lots of drill and practice are important.
- Direct instruction is a key.
- Low-achieving students need confidence-building and motivational activities to improve their low self-concepts.
- Small-group instruction helps.
- High-quality teachers who are committed to working with low achievers are a must.
- Many commercially prepared kits and materials (such as Chicago Mastery Learning, DISTAR, SRA kits, REBUS, etc.) work well with low achievers.
- Constant parent contact and involvement really help.
- Reducing the pupil-to-teacher ratio (even for short time spans during the day) makes a difference.
- Offer whole school programs that involve all students -- be sure everyone participates in activities.
- Teach to the three modalities which includes using a variety of audiovisual materials and other multisensory approaches.
- Low achievers benefit from individual attention and instruction.
- Teachers should model the behaviors they expect students to perform.
- Teach things in small chunks that are of high interest and concrete to the students.
- Homework is important.
- Higher level skills building should not be neglected.
- Give students immediate feedback on their work.

HOW SATISFIED WERE THE CHAPTER 1/CHAPTER 1 MIGRANT CENTRAL OFFICE STAFF WITH HOW THE PROGRAMS OPERATED?

The instructional and program administrators and other central office staff were interviewed in June of 1987 about the programs' operation during the year. These interviews indicated the following:

- Reassignments of two program instructional supervisors midyear left these two positions vacant for two and three months, respectively;
- Chapter 1 and Chapter 1 Migrant parents have been given the staff development they requested;
- The elementary teachers were strong teachers and really concentrated on the teaching of reading skills;
- The school staff, vision and hearing testers, and school nurses had a good working relationship with the Migrant Nurse;
- The community representatives were spread too thinly with each responsible for too many schools;
- Many secondary migrant students were able to attend summer school with tuition paid for by the Migrant Program--allowing them to be promoted, earn needed credits, and even graduate;
- The institutions for neglected and delinquent students have improved in the operation of their Chapter 1 Programs; and
- Problems with scheduling and other areas continued to make the smooth implementation of the secondary Migrant instructional program difficult.

Peer tutoring is well supported by research as an effective instructional method. It is especially effective when:

- **it is of less than five weeks in duration;**
- **lower ability students in primary grades (1-3) are tutored by intermediate grades (4-6) students; and**
- **it is tutoring in mathematics skills.**

(summarized from Effective compensatory education sourcebook)

PROGRAM IMPACT ON STUDENT ACHIEVEMENT

CHAPTER 1 ACHIEVEMENT GAINS

DID CHAPTER 1 MEET THE ACHIEVEMENT OBJECTIVES?

Please note that gains comparisons are not available for grades K-2. A change in achievement tests for these grades in the spring of 1987 precludes gains calculations due to differences in the norms.

Objectives are set based on the mean achievement gains made the previous year. The objective is to do as well or better than the previous year. A gain of 0.8 GE is considered average for low-achieving students. Figure 13 shows these gains. In order to give an historical perspective, data back to 1983-84 are included. Gains shown are all based on ITBS Reading Total scores.

Figure 13.
MEAN GRADE EQUIVALENT (GE) GAINS
SUMMARY (BY GRADE) OF THE CHAPTER 1 OBJECTIVES,
1986-87.

Grade	1983-84 Level	1984-85 Level	1985-86 Level	1986-87 Level	Objective Met?
3	1.0	1.0	1.0	1.0 (n=437)	Yes
4	0.8	0.9	0.9	0.8 (n=392)	No
5	1.0	1.0	0.8	0.8 (n=419)	Yes
6	1.0	1.2	1.0	0.9 (n=413)	No

Of the grades measurable, only grades 3 and 6 met their objective. All the grade levels made a 0.8 or higher GE gain. Historically Chapter 1 has been most successful at grades 3 and 6.

DID STUDENTS SERVED IN VARIOUS LOCATIONS (I.E., IN-CLASS, PULLOUT, OR BOTH) APPEAR TO DIFFER IN ACHIEVEMENT GAINS?

There are five categories of service location--pullout, mostly pullout, both (a combination of pullout and in-class), mostly in-class, and in-class. The mostly pullout, both, and mostly in-class categories were combined in a single category, "both." A series of regression analyses was used to answer this question.

At grades 1 and 5, differences in achievement gains were noted. Students who were served in the classroom (in-class) showed statistically greater gains than did those pulled out or served via both methods in grade 5. Note in Figure 14 that the posttest GE means for the three groups of grade 5 students were remarkably similar. At grade 1, students served either in-class or pullout made statistically greater gains than did students served in both settings.

Figure 14.
MEAN GE GAIN, BY GRADE, FOR STUDENTS
SERVED IN VARYING LOCATIONS.

Grade	Pullout	Both	In-class	Statistically Significant Differences
1	1.21 (n=346)	1.08 (n=84)	1.32 (n=115)	Yes
2	0.96 (n=151)	0.76 (n=23)	1.02 (n=32)	No
3	0.98 (n=335)	0.80 (n=17)	0.95 (n=49)	No
4	0.86 (n=184)	0.80 (n=76)	0.78 (n=100)	No
5	0.85 (n=177)	0.80 (n=124)	0.94 (n=88)	Yes
6	0.86 (n=274)	0.96 (n=67)	0.89 (n=65)	No

Grades 1 and 2 are ITBS Reading Comprehension, 3-6 ITBS Reading Total.

The findings for this year and for the past few years have not consistently favored one service delivery method over another.

BASED ON THEIR 1987 ITBS SCORES, HOW MANY STUDENTS WILL HAVE EXITED OUT OF CHAPTER 1 FOR 1987-88?

Based on their spring ITBS scores, 32% of the currently Chapter 1-eligible students would no longer be eligible for service because they scored higher than the 30th %ile on the ITBS Reading Comprehension. In 1985-86 this figure was 43%. Thus, the percentage of students eligible to exit has decreased.

SCHOOLWIDE PROJECT ACHIEVEMENT GAINS

DID SCHOOLWIDE PROJECTS (SWP) MEET THEIR ACHIEVEMENT OBJECTIVES?

The objectives are set in the same way as for Chapter 1. Although Allison is no longer funded through Chapter 1, it still continues as a SWP, operating the same way. Therefore Allison data are included with Becker data for all SWP comparisons (except at grades 4-6 where there are no Allison students). The gains made from 1986 to 1987 are displayed in Figure 15. The objectives were met only at grades 4 and 6, with grade 6 looking especially strong.

Figure 15.
MEAN GRADE EQUIVALENT GAINS (GE)
SUMMARY (BY GRADE) OF THE SWP OBJECTIVES, 1986-87.

Grade	1983-84 Level	1984-85 Level	1985-86 Level	1986-87 Level	Objective Met?
3	1.5	0.8	0.9	0.8 (n=142)	No
4	0.7	0.8	0.9	0.9 (n=65)	Yes
5	0.9	1.0	0.9	0.8 (n=64)	No
6	0.9	1.1	0.8	1.2 (n=72)	Yes

CHAPTER 1 AND SCHOOLWIDE PROJECT (SWP) ACHIEVEMENT COMPARISONS

DID LOW-ACHIEVING STUDENTS IN SWP DIFFER IN ACHIEVEMENT GAINS FROM STUDENTS SERVED IN CHAPTER 1?

The achievement scores of low-achieving students in SWP schools were compared with those of students served in Chapter 1. The background characteristics of grade, ethnicity, and pretest ability were controlled for in the analyses. Students were selected for this comparison if they were Hispanic, lived in a traditional Title I/Chapter 1 attendance area, and had a valid 1986 ITBS Reading Total pretest score (or Language score for grade 1 and Reading Comprehension score for grade 2) at or below the 30th %ile.

For grades 3-6 students who met the above criteria, there were no statistically significant differences between the two groups. This means low-achieving students achieved as well in the SWP schools as they did being served by Chapter 1 at grades 3-6. At grade 1, SWP students had statistically higher gains while at grade 2, Chapter 1 students had statistically higher gains.

In the past regression analyses were run to compare the achievement of limited-English-proficient (LEP) students in Chapter 1 and in SWP's. This year the number of students was too small to allow for meaningful analyses.

HOW DO THE ONE-YEAR ACHIEVEMENT GAINS MADE BY LOW-ACHIEVING SWP STUDENTS DURING THE LAST SIX YEARS COMPARE WITH THE GAINS MADE BY CHAPTER 1 STUDENTS?

Figure 16 illustrates these findings. In their first year, 1980-81, low-achieving SWP students showed clearly better achievement gains across grades 1-6 than did those students served by Chapter 1. After this first year, the results have been mixed with only one or two grade levels showing clear gains across achievement levels. This year repeats the pattern set in previous years of no consistent gains across grade levels.

Figure 16.
SUMMARY OF LOW-ACHIEVING SWP STUDENTS' ACHIEVEMENT GAINS
VS. CHAPTER 1 STUDENTS' ACHIEVEMENT GAINS
FOR 1980-81 THROUGH 1986-87.

YEAR	GRADE						
	K	1	2	3	4	5	6
1980-81	No Scores Available	+	+	+	+	+	+
1981-82	+	+	●	●	-	●	●
1982-83	●	*	+	**	●	**	**
1983-84	+	*	-	●	●	●	●
1984-85	●	***	+	●	(there were no grades 4, 5, 6 SWP students)		
1985-86	●	●	●	●	+	***	●
1986-87	No Gains Comparisons	+	-	●	●	●	●

Legend:
+ = Schoolwide Project (SWP) students did better.
- = Chapter 1 Regular students did better.
● = No difference between SWP and Chapter 1 Regular students.
* = SWP students who had higher pretest scores did better; no difference otherwise.
** = SWP students who had higher pretest scores did better; Chapter 1 Regular students with lower pretest scores did better.
*** = SWP students with lower pretest scores did better; no difference otherwise.

CHAPTER 1 MIGRANT ACHIEVEMENT GAINS

WHAT ACHIEVEMENT GAINS WERE MADE BY MIGRANT STUDENTS WHO WERE SERVED BY A MIGRANT TEACHER?

Figure 17 presents the average grade equivalent (GE) gain of those migrant students who were served by a Migrant teacher and who had pre- and posttest scores. Grades 3-8 students' scores are ITBS Reading Total and grades 9-12 are TAP Reading.

Figure 17.
MEAN GRADE EQUIVALENT (GE) GAINS OF SERVED
MIGRANT STUDENTS IN 1983-84 THROUGH 1986-87.

1986-87 Grade	1983-84 Level	1984-85 Level	1985-86 Level	1986-87 Level	Met or Exceeded 1985-86 Levels
3	0.9	0.9	1.0	0.8 (n=17)	No
4	0.9	0.7	0.8	1.0 (n=16)	Yes
5	0.9	0.5	0.8	0.7 (n=19)	No
6	0.9	0.9	0.8	0.8 (n=21)	Yes
7	0.7	0.9	1.1	1.0 (n=23)	No
8	1.0	1.1	1.1	1.0 (n=14)	No
9	1.3	0.5	1.0	0.9 (n=6)	No
10	Not Available	1.1	1.0	0.6 (n=6)	No
11	Not Available	-0.2	-1.5	1.6 (n=8)	Yes
12	Not Available	-2.2	-.5	Not Available	---

The gains this year were as good or better than last year at only three grade levels. Grades 7 and 8 gains remain the most consistent and high from year to year. Grade 11 students showed the greatest improvement from last year to this year. The two previous years' data are included to give an historical perspective.

The investment possibilities of pre-kindergarten programs are especially great for children from low-income families. It offers the potential for long-term effects on positive social behaviors and intellectual achievement. Successful preschool programs pay for themselves in reduced special education and retention costs, lower unemployment rates, fewer brushes with the law, and fewer demands for welfare and other social services. Looked at over a life-time, the programs pay for themselves several times over.

(summarized from Summary of effective practices in planning and implementing compensatory education)

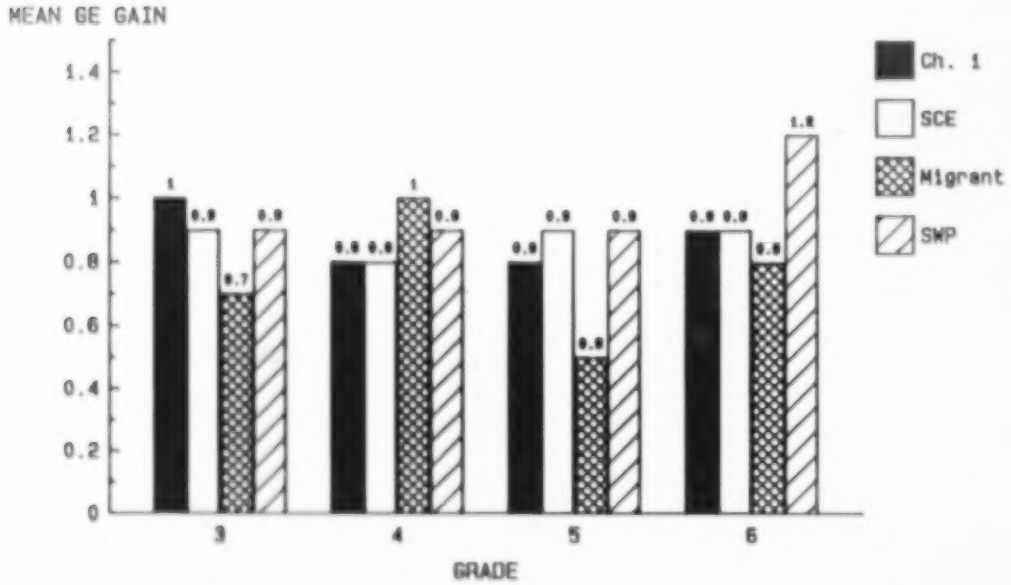
COMPENSATORY PROGRAMS ACHIEVEMENT COMPARISONS

HOW DID ACHIEVEMENT GAINS FOR LOW-ACHIEVING STUDENTS COMPARE ACROSS AISD COMPENSATORY PROGRAMS?

Statistical comparisons were conducted of the achievement gains made by students served by the Chapter 1, State Compensatory Education (SCE), and Migrant Programs in grades 2-6. Also included in these analyses were all AISD low achievers. These analyses revealed no statistically significant differences in gains made across the three programs and all low achievers served or not. One should be cautious in interpreting these analyses since the numbers of students in each program are very divergent (for example, there were 10 low-achieving Migrant students in the grade 5 analyses while there were 312 Chapter 1 students at the same grade). The gains produced by the AISD programs were generally equal to or higher than the .8 GE gain that is the average gain for low achievers.

For illustrative purposes, the average GE gains shown by grades 3-6 students and the gains made by the SWP low-achieving students are presented in Figure 18.

Figure 18.
ACHIEVEMENT GAINS FOR STUDENTS SERVED BY CH. 1, SCE, MIGRANT, AND SWP.



Students were included only if their pretest score was at or below the 30th %ile.

CHAPTER 1 TEAMS SCORES

HOW DID GRADES 1, 3, AND 5 CHAPTER 1 STUDENTS DO ON THE TEAMS IN READING?

As stated earlier in this report, Chapter 1 teachers said their instructional emphasis was the TEAMS Reading mastery. Was this emphasis worthwhile?

Yes--the percent of Chapter 1 students mastering the TEAMS in reading improved dramatically in 1986-87 over 1985-86 levels. Figures 19 (Grade 1), 20 (Grade 3), and 21 (Grade 5) illustrate these differences. In addition to Chapter 1 students, the percent mastery for all AISD low achievers (less the Chapter 1 students), the percent mastery for Chapter 1 students statewide (except at grade 1), and the District percent mastery are included for comparison purposes. LEP students are removed from all groups because changes in rules regarding the testing of LEP students rendered their inclusion of questionable value.

The key points to note include:

- AISD Chapter 1 students' percent mastery showed the most improvement of any group from 1986 to 1987, with grades 1 and 3 showing the most dramatic increase;
- Chapter 1 improved at all grade levels while other AISD low achievers decreased in percent mastery at each grade level;
- AISD's Chapter 1 percentages are still below the statewide Chapter 1 percentages; and
- The percent mastery of AISD Chapter 1 students and other District low achievers is still far below the District average for all grades 1, 3, and 5 students tested.

Figure 19.
TEAMS READING MASTERY FOR CHAPTER 1, LOW ACHIEVERS (LESS CHAPTER 1), CHAPTER 1 STATEWIDE, AND DISTRICT GRADE 1 STUDENTS, 1986-87.

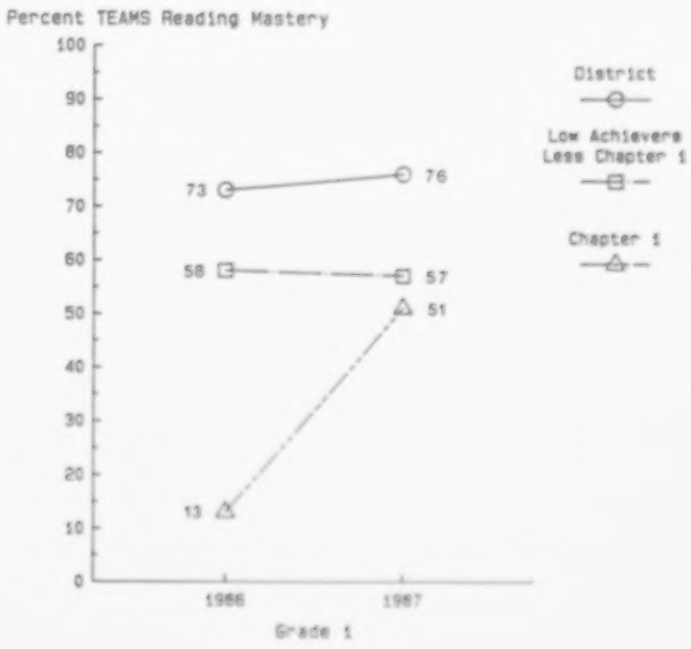


Figure 20.
TEAMS READING MASTERY FOR CHAPTER 1, LOW ACHIEVERS (LESS CHAPTER 1), CHAPTER 1 STATEWIDE AND DISTRICT GRADE 3 STUDENTS, 1986 AND 1987.

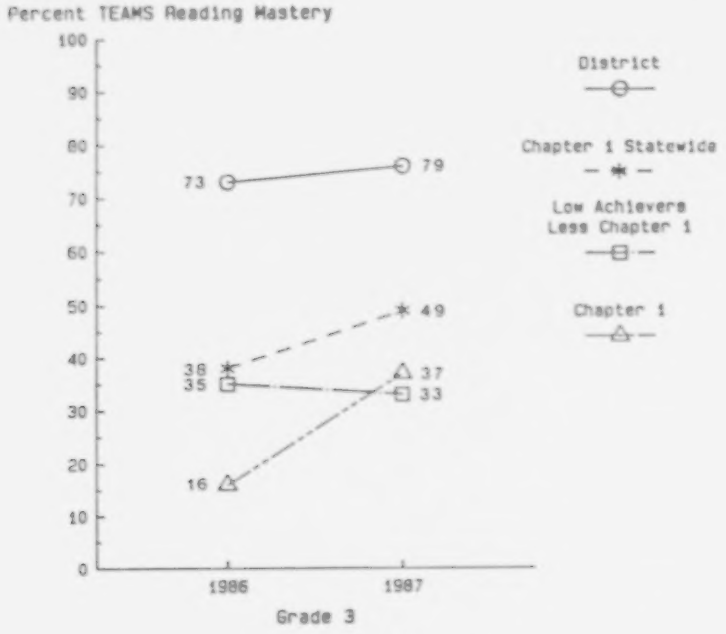
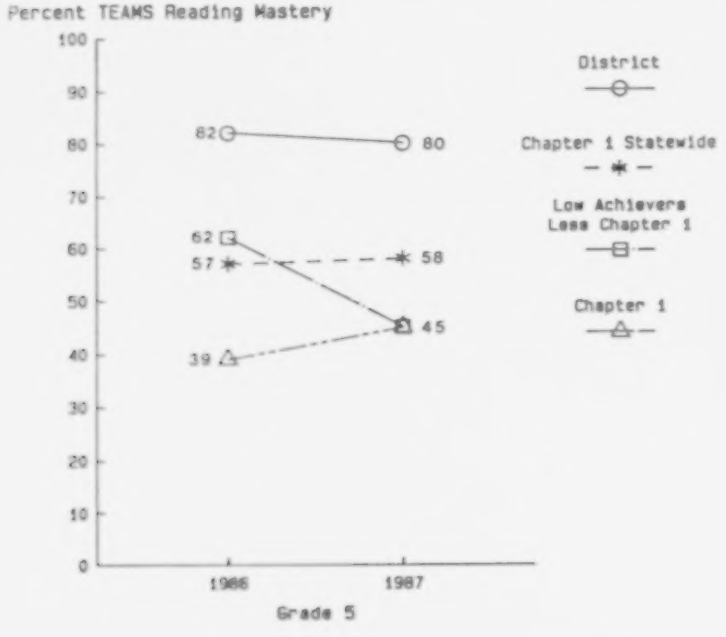


Figure 21.
TEAMS READING MASTERY FOR CHAPTER 1, LOW ACHIEVERS (LESS CHAPTER 1), CHAPTER 1 STATEWIDE AND DISTRICT GRADE 5 STUDENTS, 1986 AND 1987.



FOLLOW-UP ON FORMER PREKINDERGARTEN STUDENTS

Since 1978-79, when the District first implemented a Title I prekindergarten program, records have been kept of students who attended a prekindergarten program. National research point to the long range effectiveness of prekindergarten programs, including decreased retention and special education placement, decreased welfare and social costs, etc. Because of this, follow-ups were conducted on former prekindergarten students to see what progress they made.

Several things need to be kept in mind in interpreting these data. Data can only be presented for students who still reside in AISD. The three prekindergarten programs discussed here were very different at the time of their implementation. Title I screened students to find the lowest achievers and used a locally-developed curriculum. Migrant did not screen students: all migrant students were accepted, and Migrant used a different curriculum from Title I. Title VII used a language proficiency test to randomly select limited-English-proficient (LEP) students; three English role models were also selected to participate, and the same curriculum as the Migrant curriculum was used. The final caution is that the prekindergarten program as it functions now in AISD is different in many respects from these programs. Follow-ups will continue to be conducted on the more recent programs to ascertain if these programs have more or less lasting benefits.

HOW DO THE RETENTION RATES FOR FORMER TITLE I, TITLE VII, AND MIGRANT PREKINDERGARTEN STUDENTS COMPARE?

Data from 1980-81 is presented here as this represents the longest term data on Title VII (which operated from 1980-81 through 1982-83). As can be seen from Figure 22, the former Title I students were the least likely to be retained while the former Title VII students were the most likely to be retained. This may be more a reflection of limited-English proficiency rather than lower achievement levels.

Figure 22.
NUMBER OF 1980-81 FORMER PRE-K STUDENTS WHO
WERE RETAINED AT SOME POINT BY 1986-87.

Prekindergarten Program in 1980-81	Number	Percent Retained
Title I	126	36%
Migrant	107	48%
Title VII	51	51%

ARE FORMER PREKINDERGARTEN STUDENTS MORE OR LESS LIKELY THAN AISD STUDENTS OVERALL TO BE PLACED IN SPECIAL EDUCATION, IN CHAPTER 1, OR IN AISD'S PROGRAMS FOR LEP STUDENTS?

For all former prekindergarten students from 1978-79 through 1985-86 who were still in AISD in 1986-87, counts of special education, Chapter 1, and LEP program placement were obtained. Overall figures for AISD special education, Chapter 1 services, and LEP placement were also obtained for comparison purposes for current grades K-7 students. These data are presented in Figure 23. As can be noted, the special education placement rates are lower than AISD for both the former Migrant and Title VII students while the rates are about the same for former Title I/Chapter 1 students. The former Migrant and Title VII students were more likely to be in a program for limited-English speakers than were the former Title I/Chapter 1 students or AISD students. This would be expected because both prekindergarten programs initially had a higher percentage of LEP students. The former prekindergarten students all were more likely to be served by Chapter 1 than were students districtwide. Because these prekindergarten programs were offered almost exclusively at Chapter 1 schools, these numbers are more likely to be reflective of the students' home attendance area than solely of the students' achievement needs.

Figure 23.
COMPARISON RATES FOR SPECIAL EDUCATION, CHAPTER 1, AND LEP PROGRAMS FOR FORMER PRE-K STUDENTS AND AISD, 1986-87.

	Students Served By...		
Group	Special Education	Chapter 1	Bilingual ESL Program
Title I/Chapter 1 former pre-K (1978-79-- 1985-86)	9.5%	20.7%	7.0%
Migrant former pre-K (1978-79-- 1985-86)	8.3%	18.3%	16.7%
Title VII former pre-K (1980-81-- 1982-83)	5.8%	24.6%	18.4%
AISD (grades K-7 students)	9.4%	15.0%	6.5%

OTHER PROGRAM COMPONENTS

INSTITUTIONS FOR NEGLECTED AND DELINQUENT STUDENTS

WHAT DID THE EVALUATION OF THE INSTITUTIONS FOR NEGLECTED AND DELINQUENT (N&D) STUDENTS INDICATE?

Ten institutions served 810 students with Chapter 1 funds. The most frequent uses of the funds were for aides or computer hardware and/or software. These 10 institutions are very diversified. Several institutions served only a few Chapter 1 students at any one time but, because the student turnover rate was high, many students were served in the course of a year. Because of the nature of the population, the evaluation has focused on self-evaluation of goals set by institution staff.

In general, the institutions reported achieving most of their goals. Computer software and instructional materials were ordered and received, thus increasing several institutions' ability to better meet the individual needs of their clients. Volunteer tutors were successfully recruited at several institutions to help during study halls and on homework. Better and more consistent contact was made with AISD teachers who also work with many of the N&D residents. This led to increased understanding and cooperation on both sides. At several institutions money for summer school tuition was obtained from donations. This allowed several residents to attend summer school and increased the likelihood that these students would not drop out of school. Communication with the Chapter 1 Instructional Administrator improved.

A previous year's fire disrupted one institution's operation into this school year and led to a loss of Chapter 1 funds for 1987-88. The purchase and receipt of materials and equipment seems to take an inordinately long time. One residential facility was closed in April, but it kept serving students on a nonresidential basis. Because of purchase by an outside agency, another facility will be closed next year. There is confusion over exactly what are the Texas Education Agency's and AISD's requirements in testing and Chapter 1 eligibility.

PRIVATE SCHOOLS

WHAT DID THE EVALUATION OF THE PRIVATE SCHOOL (ST. MARY'S) INDICATE?

St. Mary's Catholic School was the only private school that was eligible and chose to participate in Chapter 1. Fourteen students in grades 1-6 were served in the Chapter 1-funded Prescription Learning computer-assisted instruction lab. A half-time aide funded by St. Mary's provided the technical support to ensure students were working at the proper instructional level. The lab operated throughout the year with students receiving one-half hour of daily service in either reading, mathematics, or both.

MIGRANT HEALTH SERVICES

WHAT SERVICES WERE PROVIDED BY THE MIGRANT NURSE DURING 1986-87?

The Migrant Nurse:

- provided various health services to 233 different migrant students;
- visited 58 different campuses;
- made 130 contacts with parents;
- used nearly $7,000 to provide medical/dental services to 117 migrant students; and
- provided a wide variety of medical/dental, teaching/counseling, and referral services for migrant families.

PARENTAL INVOLVEMENT

WHAT HAPPENED WITH PARENT ADVISORY COUNCILS (PACs) IN 1986-87?

A school district receiving Chapter 1/Chapter 1 Migrant funds is required to inform parents about the programs and get their input on any proposed changes. AISD parents have indicated PAC meetings as their preferred mode of participation. Generally there were separate Chapter 1 and Chapter 1 Migrant PAC meetings except where they were combined for workshops or executive committee meetings.

In examining the documentation of the PAC meetings, the following were noted.

- A total of nine PAC meetings or workshops were held.
- The minutes/agendas reflected compliance with the funding directive--parents discussed what the programs were, goals for the year, funding changes, program changes, etc.
- There were 85 Chapter 1 parents and 45 Chapter 1 Migrant parents (these are duplicated counts) who attended a meeting.
- The attendance of both Chapter 1 and Chapter 1 Migrant parents has declined from 1985-86 levels (116 Chapter 1 and 61 Chapter 1 Migrant parents attended). The declining attendance of Chapter 1 parents has been a trend noted over the last several years.

MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS)

WERE THE MSRTS GUIDELINES FOLLOWED BY AISD?

Yes. The MSRTS Clerk kept the eligibility forms, educational records, log book, and other required educational records in an auditable file. The Migrant Nurse handled all the medical update requirements. All deadlines were met during the school year, and the Clerk anticipated no problems in meeting the summer school deadlines.

REFERENCES

LISTING OF AISD SCHOOLS PARTICIPATING IN CHAPTER 1/ CHAPTER 1 MIGRANT PROGRAMS IN 1986-87

School	Chapter 1	Chapter 1 Migrant	Schoolwide Project
Allan	X	X	
Allison			X (not Chapter 1-funded)
Andrews	X		
Barton Hills		X	
Becker			X
Blackshear	X		
Blanton	X		
Brooke	X	X	
Brown	X		
Bryker Woods	X		
Campbell	X		
Casis	X	X	
Cook	X		
Dawson	X	X	
Govalle	X	X	
Graham	X		
Harris	X		
Highland Park		X	
Joslin	X	X	
Langford		X	
Linder	X		
Maplewood	X		
Mathews	X		
Metz	X	X	
Norman	X		
Oak Springs	X		
Ortega	X		
Pecan Springs	X		
Ridgetop	X	X	
St. Elmo		X	
Sanchez	X	X	
Sims	X		
Sunset Valley	X		
Travis Heights		X	
Walnut Creek	X		
Webb		X	
Winn	X		
Wooldridge	X		
Wooten	X		
Zavala	X	X	
Fulmore		X	
Martin		X	
Murchison		X	
O.Henry		X	
Anderson		X	
Johnston		X	
Travis		X	

DEFINITIONS

Chapter 1 - AISD's Chapter 1 Program provides supplementary reading instruction to low-achieving students (those who score at or below the 30th %ile) in schools with high concentrations of students from low-income families.

Chapter 1 Schoolwide Projects (SWP) - Chapter 1 and supplemental local funds are used in reducing the overall pupil-to-teacher ratio within a school if the concentration of low-income students at that school equals or exceeds 75%. In a SWP, teachers paid from Chapter 1 funds function as regular classroom teachers with students of mixed achievement levels. All students are considered served by Chapter 1 in a SWP.

Current Migrant - A currently migratory child is one (a) whose parent or guardian is a migratory agricultural worker or fisher and (b) who has moved within the past twelve months from one school district to another to enable the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity.

Former Migrant - Students who remain in the District following their year of current eligibility are considered formerly migratory students (with the concurrence of their parents) for a period of five additional years. Currently and formerly migratory students are eligible for the same program services.

Low-Income Student - Any student receiving free or reduced-price meals or a sibling of such a student.

MSRTS - The Migrant Student Record Transfer System (MSRTS) is a national-level recordkeeping system designed to maintain files of eligibility forms, health data, instructional data, and achievement data on migrant students.

Needs Assessment - A document produced by ORE which describes the procedures used to calculate the percent of low-income students by school attendance area for District schools. The results are used to determine which schools should receive a Chapter 1 Program.

Special Testing - All students in Chapter 1 schools are required to have a test score to determine Chapter 1 service eligibility. If students do not have a valid spring semester ITBS score they are special-tested.

Types of Service - 1) Lab or Pullout - Student is served outside regular classroom. 2) Classroom Service - Student is served in his/her regular classroom. 3) Special Class - Student is registered for a special program class, e.g., prekindergarten classes. 4) Other - Any other ways a student might be served, e.g., tutoring.

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